EDUCATIONAL INTERVENTIONS FOR ELIMINATION OF DISCRIMINATORY PRACTICES IN SECONDARY SCHOOLS AND THEIR IMPACT ON STUDENT WELLBEING

A
Synopsis
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Supervisor
Dr. Sona Dixit
Assistant Professor

Researcher
Ruchi Gautam

Prof. K.C. Vashishtha
Dean & Head
Dept. of Foundations of Education
Faculty of Education
Dayalbagh Educational Institute
Agra

FACULTY OF EDUCATION
DAYALBAGH EDUCATIONAL INSTITUTE
(DEEMED UNIVERSITY)
DAYALBAGH, AGRA

1.0.0 INTRODUCTION

'Education is the corner stone of social justice, because it is the basis of opportunity. It is education that can bring about equity – equity of outcomes' (Burney, 2003).

Equity in education refers to the fair and equal treatment of all members of our society who are entitled to participate in and enjoy the benefits of an education. It implies that all students and adults have the opportunity to participate fully and to experience success and human dignity while developing the skills, knowledge and attitudes necessary to contribute meaningfully to society. Equity in education has two dimensions. The first is fairness, which basically means making sure that personal and social circumstances for example gender, socio-economic status or ethnic origin should not be an obstacle to achieving educational potential. The second is inclusion. In other words, ensuring a basic minimum standard of education for all (Organization for Economic Cooperation and Development, 2008). Fairness implies that individuals are not discriminated against by anyone. Unfortunately, school going children often experience discriminatory practices which defy the idea of equity, as envisioned by the stalwarts of society.

1.1.0 DISCRIMINATION IN SCHOOLS

Fairness is denied by discrimination. Discrimination is the harmful treatment of an individual or groups by another individual or groups on the basis of race, gender, caste, disability etc. Generally, three forms of discrimination are found in schools: individual discrimination, institutional discrimination and structural discrimination.

Individual discrimination denotes the differential behaviour of an individual from one ethnic, caste, gender, and race. Institutional discrimination refers to the harmful treatment performed by the leading groups in policy, decision-making and implementation surrounding the institution. Structural discrimination, on the other hand, refers to the way that the structure or system of society gives an unfair advantage to some groups. Here the dominant group refers to the group who hold the power in society. Seaton & her colleagues (as cited in Thompson, 2012) advised that discrimination is based on the intersection of multiple social group categories such as race, ethnicity, and gender. Moreover, research illustrates that race and gender intersect to produce

differences in perceptions of racial and gender discrimination (Brown & Bigler; Chavous et al.; Inman & Baron).

Gender Discrimination is an aspect of individual discrimination which not only exists in schools in developing countries like ours but is evident worldwide. There is in fact evidence, which suggests that African American boys do report more classroom racial discrimination and gender discrimination compared to girls (Casteel; Chavous et al.; Cogburn et al.; Roeser, Eccles, & Sameroff as cited in Thompson, 2012).Gender discrimination has found to negatively impact an array of physical, psychological, and personal factors, such as lowered self-esteem, depression, and restricted occupational aspirations among students (Brown et al; Klonoff, Landrine and Campbell; Ro, Choi; Schmitt et al. as cited in Cogburn et al., 2011). These discriminatory practices in schools are likely to affect students' perceptions which may result in different academic, psychological, and social outcomes.

Studies reveal that in children and adolescents, reports of sexism and gender discrimination are linked to poor psychological and academic adjustment (among girls, perceived gender discrimination is associated with decreased self-efficacy, value of mathematics, and overall school value) (Brown, Bigler, & Chu; Leaper & Brown; Roeser, Eccles, & Sameroff, as cited in Thompson, 2012).

Teachers' discriminatory attitude towards lower caste students demonstrates how educational sectors are seen to mirror inherent traditional discrimination. Often, teachers and students use derogatory words to Dalit students and perform untouchability in schools (IIDS; Stash & Hannum as cited in Gandhari, 2013). Aksoy (2007) in his study on , 'Teacher Education Student Perceptions and View about Equity and Discrimination Practiced in Universities 'in Ankara – Turkey tried to explore teacher candidates' perceptions and views about the equity in education and discriminative practices in their colleges. Findings show that students face discriminative practices and different kind of misbehaviors in different universities. Non-discriminative policies, administrative and pedagogical practices were recommended in the research. Roeser et

al. (2000) found that differential treatment from teachers based on race negatively affected African American students' mental health.

These discriminatory experiences with teachers can lead students to devalue school, mistrust teachers, and perceive teachers as uncaring and ineffective, (Fordham & Ogbu; Leaper & Brown; Rosenbloom & Way; Taylor et al.) which can increase the likelihood that academic, psychological, and social adjustment will be adversely affected (Goodenow & Grady; Wentzel as cited in Thompson, 2012).

The Indian society is marked with a well defined stratification based on caste and class. Caste and class based discrimination in schools is a common feature. Saikia (2014) in his study on Caste based discrimination, highlighted that 50% of all SC children and 64% of girl students dropout due to discrimination being practiced against them in school. The difference in dropout rates between SC youth and all Indian youth has actually grown from 4.39% in 1989 to 16.21% in 2008. Studies which portray structural discrimination include study by Dreze & Gazadar (1996) note that there is discrimination against SC settlement in terms of: a) the location of schools (mostly exceed the stated 1-3 km distance/access stipulation as compared with access for other castes), b) teachers refusing to teach SC children, c) children from particular caste being special target of verbal abuse and physical punishment by the teachers, d) low caste children frequently being beaten by higher caste classmates. According to Sainath (1996) in the state of Rajasthan, children of the balmiki caste (scavengers) are made to sit on their own mats, often outside the room or at the door. Poor socio-economic background, race, and ethnicity also play a vital role in the experiences of discrimination in educational setting as found by Chavous et al. (2008) who examined the relationship between racial identities, school based discrimination experiences and academic engagement outcomes for adolescent boys and girls in grades 8 and 11.

Minority group students are found to be victims of ethnic discrimination in schools which is negatively associated with their academic motivation (effort) and subsequent school functioning. Alfaro et al. (2009) found that Black and Latino adolescents' perceptions of racial

discrimination undermine their academic motivation and subsequent school achievement. Crengle et al. (2012) in their study on discriminatory practices conclude that ethnic discrimination experiences are associated with a range of adverse health/ wellbeing outcomes. Benner and Kim (2009) reported contemporaneous experiences of discrimination affecting socio-emotional adjustment of students. Rosenbloom and Way (2004) reported that experiences of discrimination lead to distress from both adult and peer sources. Paradies (2006), Pascoe & Smart-Richman (2009) observed direct relations between higher reports of racial discrimination and adverse mental health outcomes in 72% (n = 148), as well as general discrimination and negative mental health status in 69% (n = 345) of the reviewed associations, respectively.

More recently, greater attention is being paid to the different ways that a person's mental health and physical health may be indirectly by experiences of discrimination. There is support that a person's mental and physical wellbeing may be mediated by how a person copes with discrimination and how those experiences of discrimination impact a person's self concept, for example – the negative impact of racial discrimination on African American adults health outcomes have been found to be mediated by psychological mechanisms, such as negative coping strategies (Krieger, 1990) or internalization of racist beliefs (Taylor and Jackson, 1990). While existing studies mainly identify the different forms of discrimination inside schools, regardless of ethnicity, perceived discrimination is associated with several negative mental health outcomes, including higher psychological distress, suicidal ideation, state anxiety, trait anxiety, and depression. Hwang and Goto (2008) findings highlight the need to address discrimination across multiple social and professional settings and to understand the broad array of mental health outcomes.

1.2.0 EFFECT OF DISCRIMINATORY PRACTICES ON STUDENT WELLBEING

Wellbeing is more than just the absence of an illness**.** It includes physical health and safety, social and emotional health, spiritual wellness and subjective sense of wellbeing. Mental health researchers consider the idea of wellbeing beyond the absence of symptoms of depression and distress to include the presence of happiness and life satisfaction (Diener et al., 2003).

Wellbeing is a complex issue which can be difficult to define, particularly in an education setting. Nonetheless, both research and education practice has recognized the significance of student wellbeing and the interdependent and reciprocal relationship between learning and wellbeing. It contributes to enhanced motivation, interest and commitment to tasks. When students have choice and opportunities to engage in activities that are of interest and value to them, their wellbeing is enhanced. Achievement contributes positively to a student's wellbeing, and can contribute to a student's confidence and self-esteem.

There are a number of elements that affect student wellbeing: safe environment; connectedness; learning engagement; social and emotional learning and whole school approaches. Student wellbeing in schools centre around the importance of the whole school approach and the interdependence between learning and wellbeing.

Huynh and Fuligni (2010) examined that if there were ethnic and generation differences among 601 12th graders from Latin American (36%), Asian (43%), and European (19%) backgrounds in the frequency of peer, adult, and daily discrimination, and whether discrimination predicted their well-being. Adolescents from Latin American and Asian backgrounds reported more adult and peer discrimination than their peers from European backgrounds. Latin American youth reported more adult discrimination than their Asian peers.

Seaton & Yip (2009) examined the contextual influences on the relationship between racial discrimination (individual, cultural, and collective/institutional) and psychological well-being. High perceptions of collective/institutional discrimination were linked to lower self-esteem for students in high diversity settings.

Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of students, and in ensuring the nation's ongoing economic prosperity and social cohesion. Eckersley (2005) argues that schools should be dedicated to creating capable, confident, young people who are equipped to face the ups and downs of life. To this end he advocates that schools should focus on developing student

wellbeing to produce happier, healthier and more productive young people who flourish as human beings. Enjoyment, or the presence of positive emotion, can increase a student's wellbeing. Learning occurs more effectively in the context of positive emotions. Enjoyment broadens a student's ability to think creatively, be innovative and to problem solve more effectively. Development and personal growth can lead to a student having greater satisfaction with life, more confidence and self-efficacy and greater feelings of resilience, health and wellbeing. Development contributes to social competence, self-esteem and a student's sense of meaning and purpose. Feeling physically safe and being in good physical health contributes to wellbeing. Environments that provide for safety, and support good health, optimize learning experiences. Research suggests that, overall, students who have high levels of wellbeing tend to be better problem-solvers, show better work performance and achieve more highly, have more positive and meaningful social relationships, display virtues such as forgiveness and generosity, be more resistant to stress, and experience better physical and mental health (Frisch, 2000; Veenhoven, 1989).

Teacher-based perceptions of racial discrimination were associated with diminished relatedness to teacher, self-worth around teacher, and teacher support. Thus, when students perceive racial discrimination from teachers, relationships between students and teachers are likely to be weakened. Perceptions of gender discrimination were more associated with decreased psychological well-being and achievement. Students perceiving gender discrimination from teachers reported a decreased sense of school-belonging and self-esteem and evidenced lower GPA.

The impact of discrimination is manifold. It is felt and experienced and at times, impossible to express.

Thus discrimination certainly leads to-

1. Negative psychological functioning and depressive symptoms (Nolen-Hoeksema and Girgus, 1994)

2. Deprivation (Jasperse, 2011)

3. Mental Block (Hwang and Goto, (2008) and (Frisch, 2000; Veenhoven, 1989).

4. Inferiority Complex and lowered self esteem (Mesch, et al., 2008).

5. Communication Gap (Mesch, et al., 2008).

6. Escapism (Goodenow, & Grady; Wentzel).

7. Poor Performance (Eckersley, (2005)

8. Crisis and Conflict (National Council for Teacher Education, 2003).

and above all-

All kinds of Discrimination are invariably related to student wellbeing. (Benner and Kim, (2009), Huynh and Fuligni, (2010), Mesch, et al. (2008) & Schmitt, et al. (2014).

There is a need to investigate the complex and varying pathways by which institutional, structural and individual discrimination affect student wellbeing. Ensuring study quality in this field will allow future research to reveal the complex role that all types of discriminatory practices play as a determinant of child and youth wellbeing.

1.3.0 EDUCATIONAL INTERVENTIONS

In a recent edition of Advances in Developing Human Resources, (Brooks, as cited in Fisher-Yoshida, n. d.) Brooks purports that transformative learning is a viable theory and research approach for developing human resources. She asserts that transformative learning provides a basis for developing people, so that a change in level of conscious awareness occurs and is appropriate in a variety of contexts, such as managing across national boundaries and learning to be part of a diverse workforce, dealing with complexity, motivating others, and changes in the psychological work contract. Researchers and practitioners in the field of transformative learning question whether it is possible to structure an experience that is transformative. Yet some environments, structures and processes have demonstrated they can nourish a transformative learning process. The use of dialogue, feedback, role playing and storytelling fosters relationships and dynamics that broaden perspectives and transformative experiences. Facilitators acting as learning coaches assess the participants and determine potentially transformative moments in which they guide the participants through critical reflection, causing

them to surface their assumptions and evaluate their actions in light of fulfilling their intentions. The transformative learning methodology includes the use of critical incidents, metaphors – from literature, music and art, appreciative inquiry, dialogue, and group participation in social action (Cranton; Mezirow; Taylor). The learning process occurs through intentional effort designed to "foster critically reflective thought, imaginative problem posing, and discourse that is learner centered, participatory and interactive ... Instructional materials reflect real-life experiences ... Learning contracts, group projects, role play, case studies, and simulations are all methods associated with transformative education" (Mezirow).

Studies purport the idea that discrimination is on one hand, associated with lower academic well-being. But adequate social support was found to buffer effects of discrimination on academic well-being, while parental support has been found to be most predictive of greater academic well-being. However, combined sources of social support were found to be more effective than any one source alone (DeGarmo and Martinez, 2006).

Weiner and Wright (1973) found that a simulation in which students experienced discrimination helped them to develop more positive racial attitudes. Multicultural social studies materials and related experiences had a positive impact on the racial attitudes of African American 4-year-old children in a study conducted by Yawkey and Blackwell, (1974). McGregor (1993) concluded that both role playing and anti-racist teaching "significantly reduce racial prejudice, and do not differ from each other in their effectiveness."Howarth and Andreouli (2015) examined the role of social context in educational activities that tackle discrimination. Using data from interviews with staff and focus groups with students in schools from three very different localities, they showed that the socio-political context may limit schools' ability to promote positive intercultural relations but also that it is possible for schools to promote broader change from the bottom-up, acting as agents of change at a societal level, i.e. in terms of changing the local and broader societal contexts in which they are located.

Pinfold et al. (2003) in a study entitled, Reducing psychiatric stigma and discrimination: evaluation of educational interventions in UK secondary school's stated that to assess the

effectiveness of an intervention with young people aimed at increasing mental health literacy and challenging negative stereotypes associated with severe mental illness. A total of 472 secondary school students attended two mental health awareness workshops and completed pre- and post-questionnaires detailing knowledge, attitudes and behavioural intentions. Investigators suggest that young people use an extensive vocabulary of 270 different words and phrases to describe people with mental health problems: most were derogatory terms. Mean positive attitude scores raised significantly from1.2 at baseline to 2.8 at 1-week follow-up and 2.3 at a 6-month follow up. Changes were most marked for female students and those reporting personal contact with people with mental illness. The study substantiates that short educational workshops can produce positive changes in participants' reported attitudes towards people with mental health problems.

Every & Perry (2014) in the study entitled 'The relationship between perceived religious discrimination and self-esteem for Muslim Australians.' evince that the effects of institutional discrimination can be reduced and support therapists can assist in providing the resistance to the challenge of discrimination and inequality.

To summarize, educational Interventions which have been found effective in enhancing student wellbeing and reducing discrimination are-

1. Social support (DeGarmo and Martinez, (2006).
2. Simulation, educational materials & anecdotal experiences (Weiner and Wright, (1973) &Yawkey and Blackwell, (1974).
3. Role playing (McGregor (1993)
4. Building positive intercultural relations (Howarth and Andreouli, (2015)
5. Awareness Workshops and Questionnaires Detailing Knowledge, Attitudes and Behavioral Intentions (Pinfold et al. (2003)
6. Support therapy (Every & Perry, (2014)

The above studies provide substantial evidence to support that Educational Interventions may reduce discriminatory practices on one hand and also enhance student wellbeing. In an effort to

test the role of Educational Interventions based on Transformative Learning Approach the researcher selected the following problem for the research-Educational Interventions for Elimination of Discriminatory Practices in Secondary Schools and their Impact on Student Wellbeing

2.0.0 EMERGENCE AND JUSTIFICATION OF THE PROBLEM

Over 40 percent of India's children drop out of school before finishing 8th grade, despite a recent law designed to provide free and compulsory elementary education for all. Most students who quit school are from the lowest rungs of Indian society. A new Human Rights Watch report, "They Say We're Dirty," shows that discrimination by teachers and school officials fail to provide a welcoming and child-friendly school environment for these children. The researcher thus is curious about the consequences of persistent discrimination and what needs to change to keep these kids in school.

Today, we talk about democracy which includes freedom, equality, justice and fraternity. These laws are part of constitution of every country which ensures some fundamental rights. The constitution of India contains various provisions, which provide for equal rights and opportunities for everyone. In various articles, our constitution not only mandates equality of the sexes but also prohibits discrimination against any citizen on the ground of religion, race, caste, sex or place of birth or any of them. Not only India but the world faces the problem of discriminatory practices due to caste, race, gender, and disability at school level.

Allport & Adorno (as cited in Pager, 2006) in the 1950s, the historical literature on discrimination largely emphasized the role of prejudice, or a deep distaste or hatred for members of an out-group. Personal feelings or attitudes about members of minority groups, for example, were seen as the predominant source of racial discrimination (Pettigrew; Allport; Becker).

The Handbook entitled "Discrimination based on Sex, Caste, Religion and Disability: Addressing through Educational Interventions" by the National Council for Teacher Education

(NCTE 2003) analyzed the issue of discrimination based on sex, caste, religion and disability. It has attempted to capture the contexts of discrimination, which are prevalent in educational settings and familiarity with rules, and regulations of constitutional provisions in order to reduce the extent of discrimination. It is argued that discrimination is learned through the process of socialization in school situations, teaching style, curriculum, and the personalities of the significant others at home. Giving emphasis on caste based discrimination, the role of poverty and ignorance, language and vocabulary, accent and expression, communication skills and social skills, behaviour and mannerism, names and surnames, locality and residence, dress and looks and body language have been discussed as bases of caste based discrimination in educational settings. Any kind of discrimination may endanger the psychological and physical health of students. The impact of caste based discrimination among students may be in the forms of deprivation, mental block, humiliation, inferiority complex, communication gap, escapism, “we” and “they” feelings, suspicion, poor performance, crisis and conflict which in turn have greater impact on the educational attainment of students.

Thomas (as cited in Konza, 2008) compared the attitudes of teachers in a British system with those in a US state, and found that the overwhelming majority reported negative attitudes towards the integration of students with disabilities. Studies over the next two decades in different countries consistently support these findings (Bartak & Fry; Bay & Bryan; Berryman; Coates; Hastings & Oakford; Ivey & Reinke; Jahnukainen & Korhonen; Semmel et al.; Vaughn et al.; Welsh). Scruggs & Mastropieri conducted a meta-analysis, which examined the attitudes of over 10,500 teachers, and found that two thirds were only prepared to integrate students who did not require significant additional skills or time. Many teachers felt that policy makers were not in touch with the realities of the classroom. Most favored the continuation of a pull-out model, and continued to see special education support personnel as having the real responsibility for student with disabilities, even if they were enrolled in regular classes. Criswell (1993) reported that only 21% of teachers believed they were responsible for modifying curriculum for a student with special educational needs.

Research on discrimination against children in schools is scarce. The India Education Report 2003 identifies Dalit and Tribal children as the most educationally deprived groups. Therein Nambissan and Sedwal (2003) argue that "policy fails to acknowledge or confront the role of discriminatory caste relations that pervade the educational experiences of Dalit children". They direct the perspective on the social processes in education "such as teacher attitudes and peer relations (that) critically define the educational experience of Dalit children, their dignity and sense of self-worth" and criticize that there is no documentation of classroom processes. Therefore there is an urgent need for further research on these processes and their implications for child development.

Research questions which are in the mind of the researcher are-

1. What kinds of discrimination do students face in the school environment?
2. How does the structure of the school lead to discriminatory practices?
3. Which discriminatory practices occur with school students at the Individual levels?
4. At the institutional level how are students discriminated against?
5. Which are the specific discriminatory practices related to caste?
6. How is discrimination practiced at school with respect to gender?
7. How is class difference a determinant of discriminatory practices?
8. Which discriminatory practices hinder wellbeing of secondary school students?
9. How can they be eliminated?
10. How far will educational intervention assist in retention and adjustment of students in schools?
11. Which educational interventions will lead to transformation of attitudes and behaviors to perpetuate equity?

3.0.0 STATEMENT OF THE PROBLEM

The statement of the problem is as under-

EDUCATIONAL INTERVENTIONS FOR ELIMINATION OF DISCRIMINATORY PRACTICES IN SECONDARY SCHOOLS AND THEIR IMPACT ON STUDENT WELLBEING

4.0.0 DEFINITIONS OF THE TERMS USED IN THE STUDY

'The Encyclopedia of Social Sciences (1967) refers to the unequal treatment of individuals or groups on the basis of some usually categorical attributes such as racial, ethnic, religious, sex or social-class membership. The term is usually used to describe the action of a dominant majority in relation to a weak minority. In other terms, discrimination is the active or overt aspect of negative prejudice towards a person or group.' (as cited in Lubna, 2008).

In the present study, Discriminatory practices in school means those practices which involve the unfair or inequitable treatment of students. In this study the researcher will consider the following discriminatory practices on the basis of Gender, Caste and Class at individual, institutional and structural level in school.

4.2.0 STUDENT WELLBEING

'Wellbeing includes the domains of cognitive functioning, behavioral functioning, physical health, and mental health. These domains comprise of positive thought processes, social engagement with one's community, and positive health behaviors such as restorative sleep and resistance training.' (Moore & Keyes, 2008).

Student Wellbeing is defined as 'A sustainable state of positive mood and attitude, resilience and satisfaction with self, relationships and experiences at school (Department of Education, Employment and Workplace Relations.' (DEEWR)

Fraillon states that 'Student wellbeing is the degree to which a student is functioning effectively in the school.'

In this study student wellbeing refers to – positive affect; resilience; satisfaction with relationships and other dimensions of one's life; and effective functioning and the maximizing of one's potential applied to an education setting.

Measurement of Student Wellbeing will include the following dimensions- Emotional ,Relational, Intellectual and Physical wellbeing involving various factors like-

Living situation, financial resources, physical health, academic support and services, family support, academic workload, support of existing friends, etc.

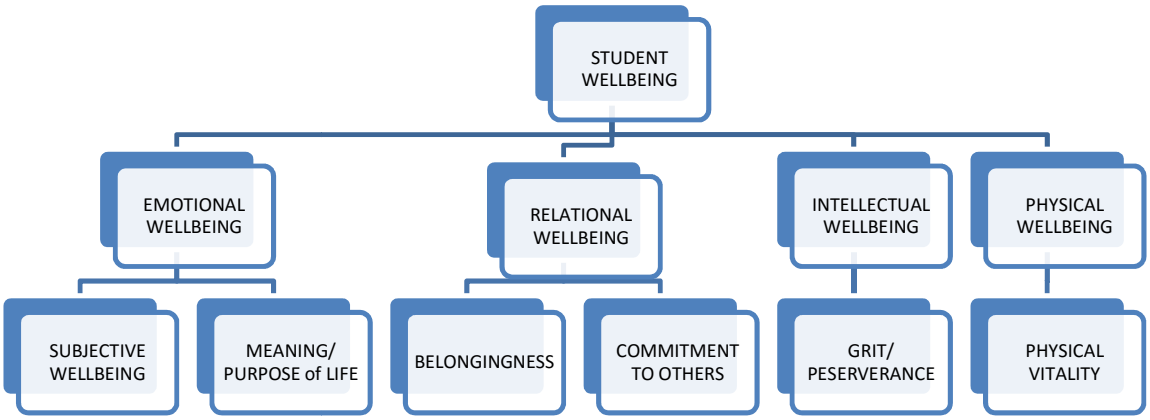

Fig 1.1 Dimensions of student wellbeing included in the study

4.3.0 EDUCATIONAL INTERVENTIONS

Educational Interventions are various programmes, practices and methodologies adopted for bringing about desired changes in attitude and behaviour.

Educational Interventions based on the Transforming Learning Approach will be designed to enhance student wellbeing and cease discriminatory activities in the school.

The following educational interventions will be conducted:

The researcher will show short films on gender role, self analysis: group/individual exercise, gender equality through curriculum (picture and illustrations showing women in different responsibilities, depicting men and women in shared roles, displaying of talent of women), life skill approach, teacher as a community leader, self designed ICT material and practical level exercise for sensitizing teacher on caste and class.

Each module based on Transformative approach will involve four sub-modules-

1. AT THE LEVEL OF IDEAS

   (Introduction to rules and procedures with respect to kind of discrimination)
2. TEACHER LEVEL

   (Orientations and motivational activities (portraying teacher as a community leader)
3. PUPIL LEVEL ACTIVITIES

   (Self analysis: group/individual exercise, life skill approach-)
4. PARENTAL LEVEL (Sensitization)

Assistive Technology like short films on gender, self designed ICT material and practical level exercise for sensitizing teachers, students and parents will be employed.

5.0.0 OBJECTIVES OF THE STUDY

The objectives of this study are:

1. To study the difference between male and female based discriminatory practices in school.
2. To study the difference between reserved and unreserved caste based discriminatory practices in school.
3. To study the difference between upper, middle and lower class based discriminatory practices in school.
4. To study the relationship between gender, caste and class based discriminatory practices in school and student wellbeing.

5. To study the effectiveness of educational interventions on discriminatory practices based on gender.
6. To study the effectiveness of educational interventions on discriminatory practices based on caste.
7. To study the effectiveness of educational interventions on discriminatory practices based on class.
8. To study the effectiveness of educational interventions on student wellbeing.

6.0.0 HYPOTHESES OF THIS STUDY

The following hypotheses will be formulated for achievement of objectives.

1. Ho: There will be no significant difference between male and female based discriminatory practices in school.
2. Ho: There will be no significant difference between reserved and un-reserved caste based discriminatory practices in school.
3. Ho: There will be no significant difference between upper, middle and lower class based discriminatory practices in school.
4. Ho: There will be no significant relationship between gender, caste and class based discriminatory practices in school and student wellbeing.
5. Ho: There will be no significant effect of educational interventions on gender based discriminatory practices in school.
6. Ho: There will be no significant effect of educational interventions on caste based discriminatory practices in school.
7. Ho: There will be no significant effect of educational interventions on class based discriminatory practices in school.
8. Ho: There will be no significant effect of educational interventions on student wellbeing.

7.0.0 VARIABLES OF THE STUDY

The variables of the study are as under-

Independent Variable- Educational Interventions

Dependent Variable- (1) Discriminatory practices- based on Caste, Class and Gender

(2) Student Wellbeing

8.0.0 DELIMITATIONS OF THE STUDY

The study will be delimited with respect to the following points

1. The study will be delimited to Agra city only.
2. The study will be confined to secondary schools of U.P. Board.
3. The study will be conducted on students studying in classes from 8^{th} to 12^{th}std.
4. With reference to discriminatory practices in school only gender, caste and class will be considered in this study.

9.0.0 METHOD OF THE STUDY

For the achievement of above mentioned objectives Pre-Test Post Test Single group Experimental method will be employed in the present study.

"Experimental method is the description and analysis of what will be or what will occur under controlled conditions". (Best, 1997).

The study design will be as follows-

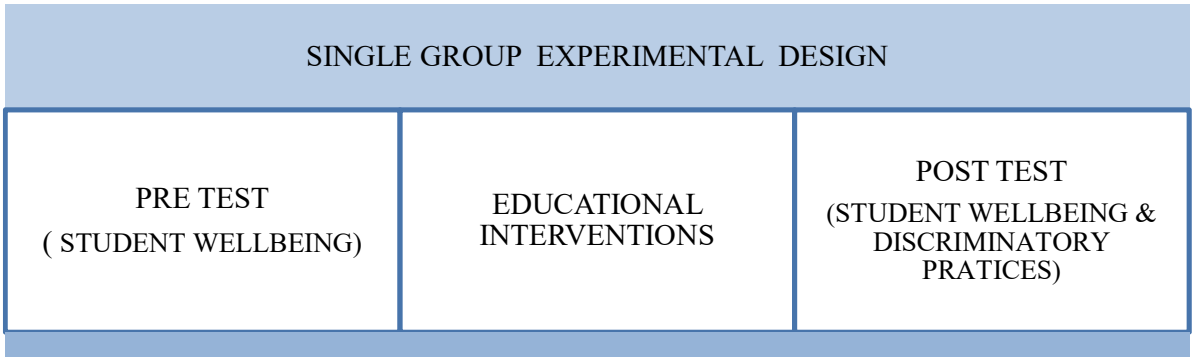

Fig 1.2 Single group experimental design

10.0.0 SAMPLE OF THE STUDY

In the present study, 400 class 8th to 12th students will be selected through purposive sampling method. Schools will be selected through purposive method of sampling.

11.0.0 PROCEDURE OF THE STUDY

The proposed research will be based on following procedure –

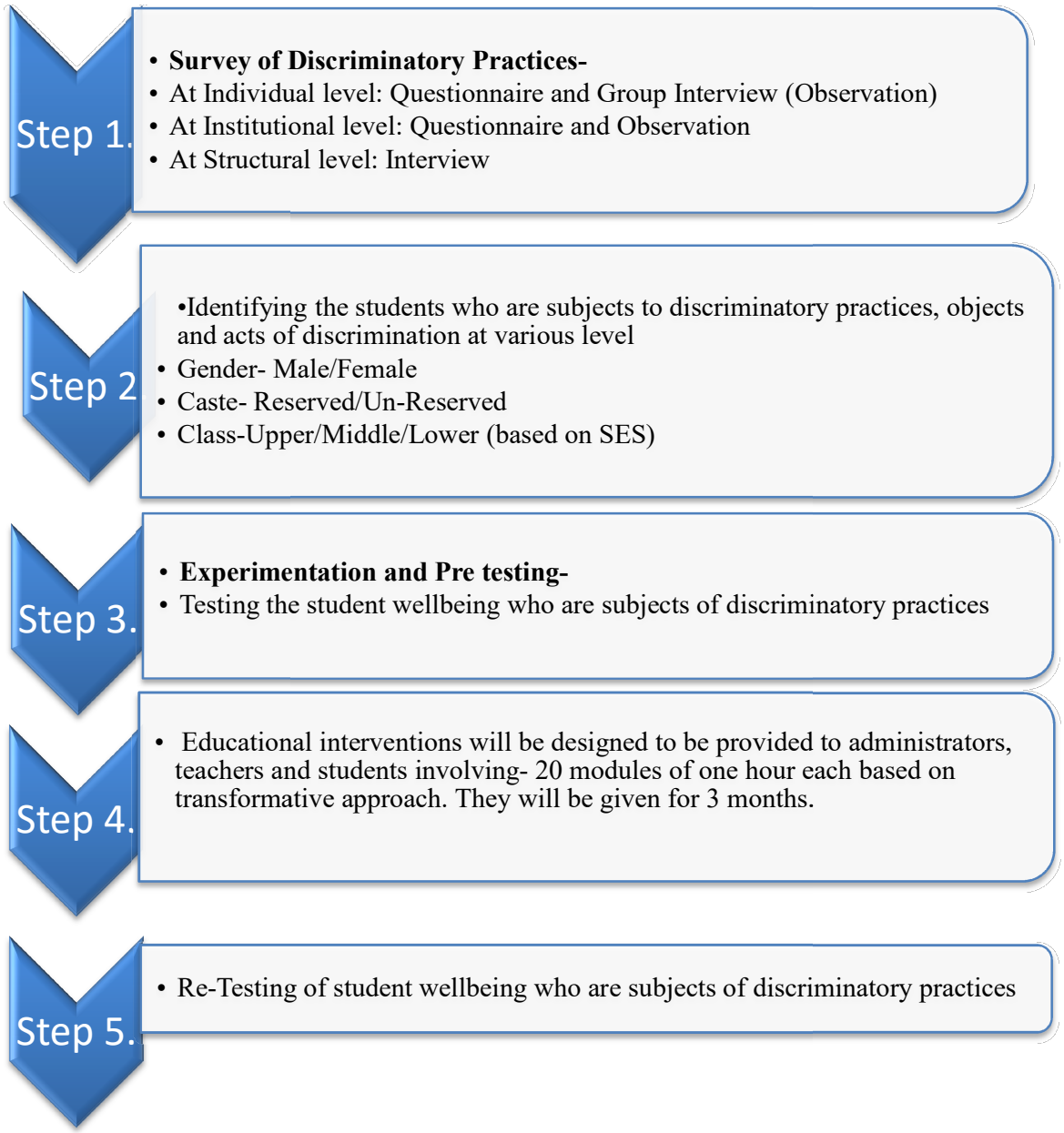
Step 1.
• Survey of Discriminatory Practices-
• At Individual level: Questionnaire and Group Interview (Observation)
• At Institutional level: Questionnaire and Observation
• At Structural level: Interview
Step 2
•Identifying the students who are subjects to discriminatory practices, objects and acts of discrimination at various level
• Gender- Male/Female
• Caste- Reserved/Un-Reserved
• Class-Upper/Middle/Lower (based on SES)
Step 3.
• Experimentation and Pre testing-
• Testing the student wellbeing who are subjects of discriminatory practices
Step 4.
• Educational interventions will be designed to be provided to administrators, teachers and students involving- 20 modules of one hour each based on transformative approach. They will be given for 3 months.
Step 5.
• Re-Testing of student wellbeing who are subjects of discriminatory practices

Fig 1.3 Study Design and Procedure

12.0.0 DESIGN OF THE STUDY

Multivariate Analysis Design (2X3X2) will be employed in the following manner-

1.DV&2.DV / IV	1.Discriminatory Practices 2.StudentWellbeing						
Educational Interventions	Caste		Class			Gender	
	Reserved	Unreserved	Upper	Middle	Lower	Male	Female

Table 1.1 Design of the study

13.0.0 TOOLS OF THE STUDY

In this study, the researcher will use the following tools-

- Self constructed Questionnaire, Group Interview Schedule and Observation Schedule for discriminatory practices (based on caste, class and gender)
- Self constructed Student Wellbeing Scale
- Educational Intervention Modules based on Transformative Learning approach
- SES scale for Class Identification.

14.0.0 STATISTICAL TECHNIQUES

The data will be analyzed in light of objectives of the study both qualitatively as well as quantitatively. Multivariate Analysis will involve computation of-

- MEAN
- STANDARD DEVIATION
- MANOVA
- GRAPHICAL REPRESENTATION
- CORRELATION

15.0.0 IMPLICATIONS OF THE STUDY

The results of the present study will

1. Bring to light the existing discriminatory practices in schools which may not obvious without close observation and their impact on student wellbeing.
2. Transform attitudes of administrators, teachers and students towards discrimination leading to healthy learning environment and practices in schools.
3. Enhance Teachers' support to the students to solve their problems and promote best practices for enhancement of student's potentiality and capacity.
4. It will help policy makers to make constructive structural changes and monitoring discriminatory practices in schools.
5. Highlight the role of Educational Interventions in bringing about attitudinal and behavioral changes.

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